# 6th Grade ELA Unit 4 Folklore: A Blast from the Past (An Overview) | 2014

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| **Rationale** | This unit was developed to show students how literature is influenced by history. Understanding how oral traditions are passed down from one generation to another and how they can change over time is important for students to realize, as this is what makes history. Folklore, whether old or new, has influenced the various cultures of the world. In this unit, I plan to instruct my students on the importance of folklore in relation to the cultures and values of society. Folklore contains historical elements, it exemplifies the morals and values of a society, and it represents many cultures, which diversifies the curriculum. Students learn historical facts while imaging how those events affect the people who were there. One of the main reasons for teaching history is to inform people of the past so that they can avoid making the same mistakes in the future. Through learning the mistakes that people or characters made in the past, students can learn from them and hopefully, make better choices. Folklore is rich in themes and symbols which can help a student cope with difficult problems. The morals and values presented in folklore present students with ideas for solving problems while also showing the consequences for making poor choices. Students in sixth grade can learn meaningful lessons from folklore and apply them to their own lives. Understanding how folklore influences our world will hopefully help them appreciate literature from different cultures and help them strive to become better citizens. |
| **Standards** | **RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <br> **RL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. <br> **RL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. <br> **RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. <br> **RL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. <br> **RL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text. <br> **W.6.2 a-f** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <br> **W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <br> **W.6.3 (a)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. <br> **W.6.3 (b)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |

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|  | **W.6.3 (c)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.<br>**W.6.3 (d)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.<br>**W.6.3 (e)** Provide a conclusion that follows from the narrated experiences or events.<br>**W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>**W.6.10** Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.<br>**SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.<br>**SL.6.1 (c)** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.<br>**SL.6.1 (d)** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.<br>**L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.<br>**L.6.4 (a)** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br>**L.6.4 (b)** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). |
| **Enduring Understandings** | <u>**Big Idea:**</u>  Lessons can be learned from characters' life experiences.<br>• Characters in literature respond to challenges similar to people in real life.<br>• All stories have universal elements and themes.<br>• Folklore is rich in themes and symbols which can stimulate the resources a student needs to cope with his difficult inner problems.  They teach valuable lessons that are important to cultures.<br>• The fable, which presents a moral truth, tells what one ought to do.<br>• The heroes of the personal legends are very powerful folk symbols in themselves. They personify the qualities that we would most like to have, or that we most admire in ourselves.<br>• Fairytales show that struggles in life are unavoidable but that if one perseveres against unexpected and unjust hardships, he can be a winner.<br>• Myths and legends are a part of our history and have been passed down orally from generation to generation. |

# *6th Grade ELA Unit 4 Folklore: A Blast from the Past (An Overview)* 2014

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| **Student Objectives** | • I can identify the elements and characteristics of a folktale, myth, and legend. <br> • I can read, analyze, and interpret folktales, myths, and legends from a variety of countries/cultures. <br> • I can read closely to understand the text, reread for significance, interpret ideas and analyze the author's methods. <br> • I can compare and contrast folktales. <br> • I can compare a folktale to personal life experience. <br> • I can identify key ideas and details in development of theme, plot and characters. <br> • I can determine meaning of unknown words and phrases in the text. <br> • I can write a variety of responses to literature and informational text. <br> • I can complete all assigned charts, lists, and graphic organizers to show understanding. <br> • I can write a fictional narrative (folktale/myth) and include the elements of a good folktale/myth. <br> • I can apply the qualities of good writing in the creation my narrative. <br> • I can participate in meaningful group discussions and use standard norms to collaborate in group discussions. |
| **Essential Questions** | **How do people or events become legendary?** <br> **Why do cultures develop stories that are handed down from generation to generation?** <br> **Why do some stories live on long after a culture has disappeared?** <br> **What lessons can myths, legends, and tales teach today's readers?** <br> **What makes a story survive and get passed on even after a culture has disappeared?** <br> ==**How is folklore simultaneously revealing and limiting?**== |
| **Universal Design for Learning** | **(These principles are intended to be considered throughout the unit.)** <br> **Multiple Modes of Representation:** <br> • Technology enhanced presentations (PPTs, videos, interactive text, music) with visual and auditory supports <br> • Graphic organizers to clarify information, help decode text, and build comprehension <br> • Writer's Notebook to encourage transfer and generalization <br> • Scaffolding and key questions to highlight big ideas and relationships <br> • Multiple texts at various levels <br> • Vocabulary concept maps and classroom charts to support understanding <br> • Writing Outlines (to assist with planning) <br> • Rubrics <br> • Gallery Walk in DBI lesson <br> **Multiple Modes of Expression:** <br> • Writing (short and longer assignments), speaking and listening, interviews, journaling |

- Inquiry model (paragraph writing and dialogue lesson) using *Everyday Editing*
- Class discussions, peer discussions (Think-Pair-Share)
- Document Based Inquiry (mythology mini-lesson)
- Collaborative work
- Presentations, Written Reflections
- Tableaux
- Acting out fable
- Socratic Seminar
- 3-Minute Pause
- Reader's Theatre
- Talk a Mile a Minute
- Directed Paraphrasing

**Multiple Means of Engagement:**
- Self-selected text opportunities
- Opinionnaire – Four Corners
- Group/collaborative work
- You Tube videos and PPTs
- Creating artwork
- Whip Around
- Choosing partners
- Written Discussions
- Peer Editing with Perfection
- Cubing
- Self-Assessment (for summative project)
- Use of exit slips (connect daily activities to the "big idea")
- Summative Projects (student choice), Writing Dialogue – Comic Strip Creator

| Key Vocabulary *Content* (Explicit Instruction) | Pourquoi tale folklore myth | plot culture hyperbole | oral tradition folktale personification | etymology metamorphosis legend |
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| *Academic* **(Review)** | trickster<br><br>collaborate<br>integrate<br>connotation | theme<br><br>clarify<br>elaborate | paraphrase<br>evidence | moral<br><br>inquiry<br>reflect |
| **Instructional Strategies** | *Analyzing Folktales Matrix, Venn diagram, Vocabulary Concept Maps, Think-Pair-Share, WWW,W-2,H-2 Narrative Story Map (Powerful Writing Strategies for All Students), Expository Writing Outline (adapted from Step-Up-to-Writing), 2-Column Notes, Invitation Strategies from Everyday Editing, Peer Editing With Perfection, Cubing* | | | |
| **Assessment Evidence** | Myths, Legend, and Folktales Pre-Assessment (optional)<br>Participate in an Oral History<br>Responses in Writer's Notebook<br>Analyzing Story Elements Graphic Organizer<br>Vocabulary Concept Maps<br>Note taking – Greek and Latin Words<br>Venn Diagram<br>Cause and Effect Chart<br>Paragraph Writing<br>Folktale Quizzes<br>Plot Curve Graphic Organizer<br>Class Discussions & Observations<br><br>**<u>Summative Project:</u>** During this unit, students will participate in mini-lessons that demonstrate how to write effective paragraphs, create dialogue, identify theme, and develop characters by "showing." Students will create a folktale or myth of their own, publish it, and perform it for an authentic audience. | | | |
| **Texts & Resources**<br><br>(See the weekly unit plan for a comprehensive list of | <u>WEEK 1:</u>  **Introduction to Folklore (emphasis on folktales, fairy tales, legends, Pourquoi stories, trickster tales)**<br>**"Little Mangy One",** Page 298**,** a Lebanese folktale, retold by Inea Bushnaq (Holt)<br>**"He Lion, Bruh Bear and Bruh Rabbit",** Page 366**,** an African American folktale, retold by Virginia Hamilton (Holt)<br>**"How the Snake Got Poison",** Page 379, an African American folktale, retold by Zora Hurston (Holt)<br>**"How the Possum Lost the Hair on the Tail",** Page 382, retold by Zora Hurston (Holt)<br>**"Why Dogs Chase Cats",** Page 398, an African American folktale, retold by Julius Lester (Holt) | | | |

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| resources) | **"Why the 'Gator is Black",** Page 384, an African American folktale, retold by Zora Hurston (Holt) |

Poem – **"Twelfth Song of Thunder"** (Navajo, Traditional)

http://www.eduplace.com/ss/hmss/3/unit/act2.1blm.html

Native Indian – Lakota Thunder Song http://www.youtube.com/watch?v=aAdbm3w85Jk

**Free Audiobooks**

•*Just So Stories* (Rudyard Kipling) (Harper Collins)

**http://www.freeclassicaudiobooks.com/audiobooks/JustSo/mp3/**

**Pourquoi stories :**

http://www.holliston.k12.ma.us/placentino/pourquoi%20tales.pdf

http://www.readwritethink.org/files/resources/lesson_images/lesson324/booklist.pdf

http://video.nhptv.org/video/1689064464/

**Other:**

(John Henry) http://video.nhptv.org/video/1687990726/

(Rapunzel) http://video.nhptv.org/video/1688065792/

(Mufaro's Beautiful Daughters – an African American version of Cinderella) http://video.nhptv.org/video/1688033680/

**PowerPoint Elements of a Folktale**  http://www.slideshare.net/amie2372/elements-of-a-folktale

"A Great Oral Tradition" website http://www.mrdowling.com/609ancafr.html

*Everyday Editing* **Invitations Paragraph Lesson (created using Jeff Anderson's text)**

**WEEK 2:   Fables**

**"Two Frogs and the Milk Vat",** Page 223,  by Claude Brown (Holt)

**"Fox and the Crow",** Page 371**,** a Greek fable, dramatized by Mara Rockcliff (Holt)

**"The Wolf and the House Dog",** Page 372**,** a Greek fable, dramatized by Mara Rockcliff (Holt)

**A collection of Aesop's fables http://www.storyit.com/Classics/Stories/aesop.htm**

*Powerful Writing Strategies for All Students* (WWW, W-2, H-2 story map)

*Building Academic Vocabulary* (Vocabulary strategies and games)

**WEEK 3:   Myths**

**"Baucus and Philemon", Page 257,** Greek myth by Olivia Coolidge (Holt)

**"Medusa's Head", Page 350,** Greek myth by Olivia Coolidge (Holt)

"The Hunt for Medusa's Head" Readers Theatre

**http://teacher.scholastic.com/scholasticnews/magazines/scope/pdfs/SCOPE-091911-MedusaPlay.pdf**

**"Perseus and Gorgon's Head",** Page 360, Greek myth retold by Marcia Williams (Holt)

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| **Greek Mythology Activities (This is where you will find the stories for the *Everyday Editing* Lessons):** <br> http://csdela6.wikispaces.com/file/view/6th%20Grade%20Greek%20Mythology%20Activities.pdf/363966252/6th%20Grade%20Greek%20Mythology%20Activities.pdf <br> **Use this lesson to determine the theme of a myth.** http://learnzillion.com/lessons/696-determine-the-theme-of-a-myth <br> *Step-Up-to-Writing* (expository outline) <br> *Everyday Editing* **Invitations Dialogue Lesson** (created using Jeff Anderson's text) <br> **Greek/Latin Root Words, Prefixes, and Suffixes** (list on the last page of 6th grade ELA unit plans**)** <br> <u>WEEK 4:</u> **Summative Projects (Complete 1)** <br> **1. Write a Folktale (Narrative Writing)** <br> **2. Write a Myth (Narrative Writing)** <br> **(writing planning outlines, editing forms and rubrics are in the week 4 folder)** |

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